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Nota di contenuto	Pedagogical Norms for Second and Foreign Language Learning and Teaching -- Editorial page -- Title page -- LCC data -- Table of contents -- Introduction -- Section I: Defining Pedagogical Norms -- Pedagogical norms -- Norms, native speakers, and reversing language shift -- Standard, norm, and variability in language learning -- French immersion in Montréal -- Section II: Applying Pedagogical Norms -- Communicative classrooms, processing instruction, and pedagogical norms -- The initial impact of reading as input for the acquisition of future tense morphology in Spanish -- Treating French intonation -- Dislocated subjects in French -- Variant word-order constructions -- Section III: Extending Pedagogical Norms -- Incorporating variation in the French classroom -- A pedagogical norm for circumlocution in French -- Between orality and literacy -- Albert Valdman, the Compassionate Shepherd -- Albert Valdman -- Subject index.
Sommario/riassunto	The concept of Pedagogical Norm is grounded in both sociolinguistic and psycholinguistic principles. Pedagogical norms guide the selection and sequencing of target language features for language teaching and learning. This book both situates and expands on this concept

highlighting the interaction of research and pedagogy. The papers collectively illustrate how the concept of pedagogical norm applies to all components of language, including phonology, morphology, syntax, and discourse. The book begins with a discussion of definitions including papers that trace the history of the concept and define what is meant by norms. Also included are papers that apply the concept of pedagogical norms in specific contexts (e.g., intonation, morphology) and to specific languages. Finally, pedagogical norms are extended beyond the more traditional areas of grammatical competence to such disparate areas as listening, discourse, and circumlocution.
